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ABSTRACT

Student and staff reactions to the South High modular program at the end of its fifth year of operation are presented. Questionnaires were completed by about 60% of the students and 90% of the staff in May 1972. Although the student and staff response to a modular schedule was favorable, several areas in the South modular program were mentioned as needing improvement. Ninety-three percent of the students said they liked the modular schedule at South, while 70% of the staff said they preferred to teach in the modular program. Sixty-five percent of the teachers favored continuation of the program with certain changes; 17% said it should be continued as is; 17% favored discontinuation. The teachers felt the modular schedule had a positive impact on student attitudes but that improvement was needed in some cognitive areas. About half of the staff members considered the resource centers, the small group areas, and the commons areas as physically inadequate. Small group instruction and independent study were viewed by both students and staff as more valuable than large group instruction. Recommendations for improvement were made. (Author/CK)

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South High Modular Program Evaluation
1971-72

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September 1972
Report No. C-71-57

Research and Evaluation Department
Educational Services Division

Minneapolis Public Schools

South High Modular Program Evaluation
1971-72

Summary

This report summarizes student and staff reactions to the South High modular program at the end of its fifth year of operation. Questionnaires were completed by about 60% of the students and 90% of the staff in May 1972. Although the student and staff response to a modular schedule was favorable, several areas in the South modular program were mentioned as needing improvement.

Ninety-three percent of the students said they liked the modular schedule at South, while 70% of the staff said they preferred to teach in the modular program. Sixty-five percent of the teachers said the modular program should be continued with changes, 17% said it should be continued as is, and 17% said it should be discontinued. The teachers felt the modular schedule had a positive impact on student attitudes but that improvement was needed in some cognitive areas. See pp. 7,28,34

Although two-thirds of the students said they worked on special projects during their unscheduled time, they indicated that they spent as much time visiting friends, or outside the building, as they did in the library and resource areas. Eighty-seven percent of the teachers thought students should be given more scheduled time. See pp. 8, 9, 21-23

Other than an increase in the number of courses offered, the use of large group instruction, and the use of individualized study programs, an extensive exploration of different instructional methods and curricula since the introduction of the modular program has not occurred. See pp. 24, 26

About half of the staff members said that the resource centers, the small group areas, and the commons areas were physically inadequate. See p. 19

Small group instruction and independent study were viewed by both students and staff as more valuable than large group instruction. See pp. 11, 20

Several recommendations for improvement of the South modular program were made. See pp. 36-39

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Research and Evaluation Department
Educational Services Division

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Minneapolis Public Schools

South High Modular Program Evaluation
1971-72

This evaluation report of the 1971-72 South High modular program was conducted by the Minneapolis Public Schools' Research and Evaluation Department at the request of Nathaniel Ober, Associate Superintendent for Secondary Education, and Vernon Indehar, Area Assistant Superintendent for the South-Central Pyramid.

The School and Its Neighborhood

South Senior High School is located in Minneapolis, Minnesota at 3131 19th Avenue South. At the end of the 1971-72 school year, 1173 students were enrolled in grades 10-12. The principal was Kenneth Northwick. South was designated as a Title I school in 1971-72 because it fell above the citywide median on a number of low-income criteria.

The surrounding school neighborhood is rather diverse. According to the 1970 census, one-fourth of the families in the school area had annual incomes less than $5,000, while one-third earned more than $10,000. Fifty-two percent of the area residents 25 years or older had not completed high school. About two-thirds of the adults were employed in blue collar occupations.

The fall 1971 sight count of students compiled by the Minneapolis Schools' Information Services Center indicated that 6% of the students were Indian-American, 5% were Black-American, 2% were Spanish-surnamed, and 87% were white. A recent follow-up of South High graduates showed that 30% went on to college, 10% enrolled in trade or technical schools, 5% entered the military service within six months after graduation, and 55% entered the work force (mainly in clerical, sales, service, and unskilled labor positions).

Historical Background

Modular scheduling began in the fall of 1967 at the Old South High building at 2445-18th Avenue South. The staff at South prepared for the implementation of modular scheduling by participating in the following activities during the 1966-67 school year and the summer of 1967:

1. All staff members participated in three Saturday in-service meetings conducted by persons who had experience in modular scheduling.

2. All staff members visited the two schools in the metropolitan area with modular scheduling and discussed the advantages of modular scheduling with the faculties of these schools.

3. In-service training materials were distributed to all staff members for their reaction.

4. Films relating to modular scheduling were reviewed and discussed by all staff members.

5. Fifty staff members wrote and reviewed the curriculum for the following year during the summer of 1967.

6. Four staff members participated in a week long workshop on modular scheduling at Stanford University in July of 1967.

Some changes in the physical layout of the old South High building were necessary to facilitate the introduction of modular scheduling. These changes included three rooms for large group classes, several resource centers, a study carrel area adjacent to the library, and portable room dividers in several rooms to facilitate small group discussions.

The new South High School, which opened in 1970, was designed for modular scheduling. The physical structure of the building provided areas for large group instruction, small group instruction, laboratory instruction, independent study, department resource centers, and team teaching. In addition, two separate learning areas were developed, the East House and the West House, each with its own resource centers and administrative offices. Half the student population was programmed into the East House and half into the West House. Each house contained students from all three grade levels (10th, 11th, and 12th), an associate principal, two counselors, one social worker and an attendance clerk. The major goals of this house concept were to provide better educational opportunities, to increase individualized instruction, to enable students to know each other better, to enable students and administrative personnel to know each other better, and to facilitate the scheduling of academic classes.

Evaluations of the South modular program were completed in previous years by a committee of South High staff members with consultation from the Minneapolis Schools' research personnel. The most recent extensive

evaluation report on the 1969-70 school year will be mentioned in this report.

Objectives

As stated by Dean Shawbold, former South High principal, modular scheduling is designed to meet the educational needs of the individual student by assuring a basic, essential education for all and by enabling each individual to develop his unique talents to the maximum. While preserving the idea of a broad liberal education for all, modular scheduling encourages each student to pursue one or more lines of specialization according to his interests and talents by providing him with unscheduled time, resources, and individual teacher assistance. Unlike a traditional schedule, students are not tied to a schedule which requires them to meet everyday at the same time with the same teacher for the same period of time. In a modular schedule, classes meet at different times, for varying lengths of time, and less frequently than traditionally scheduled classes. Students may use their unscheduled time to do additional work in their particular areas of interest, or to spend extra time on areas that may need improvement.

Some of the general objectives of the South High Modular Program were:

1. To help students to become independent learners.
2. To contribute to improved motivation and interest in learning.
3. To provide a more responsive environment to individual needs so that the curriculum will correspond more directly to the individual interests and needs of the students.
4. To make more efficient and effective use of staff, facilities and materials.
5. To provide more individual help to those students needing such help.
6. To provide a more varied curriculum with more electives and options for individual students.
7. To provide more flexibility within the curriculum and within the school year so that students may be able to change more easily from one program to another.
8. To teach students to be responsible for directing their own learning activities.
9. To make the school more attractive to students and to cut down on dropouts.
10. To make it easier for students who are having difficulty with a given subject to switch to another subject or to start the subject over for a better chance of success.

In summary, students under the modular program at South High were to have an opportunity to take more subjects and thus to acquire a broader educational background. They were to become accustomed to pursuing independent study and were to have an opportunity to explore their fields of talent and interest in greater depth. They were to receive more individual help with subjects that presented difficulties for them and more opportunity to work on these subjects outside the classroom. They were also to be given increased opportunities for developing a deeper sense of personal responsibility for their own decisions and actions as a result of having to decide how and where to invest their unscheduled time.

A Brief Description of the South High Program

Modular scheduling at South was patterned after the Stanford School Scheduling System. In this system, a computer generates the entire master schedule from student and teacher information. The schedule was based on a six-day cycle rather than the traditional daily cycle. Each day was broken into twenty-six 15-minute modules. The modular schedule also differed from the traditional schedule in that emphasis was shifted from the amount of time spent in the classroom to achievement in a subject. The amount of scheduled and unscheduled time varied from class to class and could include 45-minute large group meetings, 60-minute small group meetings, laboratory sessions, and unschedule time for independent study.

South students spent about two-thirds of their time in scheduled classes. When they were not scheduled into classes the students had the opportunity to use resource centers, laboratories, and study areas to work independently. A structured program similar to a traditional schedule was developed for students who had difficulty adjusting to the modular schedule. About 10% of the South student population was on this program.

The number of courses available to students under the modular schedule was substantially greater than under the previous traditional schedule. The 1971-72 program offered 99 full-year courses, 43 semester courses, and 32 quarter courses. Although it was possible to offer as many courses under a traditional schedule, the modular scheduled may have provided the impetus for course development. A modular schedule does have a distinct

advantage over a traditional schedule in that a student can more easily fit a large number of courses into his schedule.

In the South program, teachers in each subject area had the opportunity to plan courses together and to decide the best mode of instruction for particular materials. Large groups, small groups, and lab sessions also permitted more effective use of variations in individual teacher skills.

Students met with their advisers in the spring of 1971 to plan their schedules for the following school year according to the students' needs, talents, and interests. These individual programs were then fed into a computer by the Westinghouse Learning Corporation which set up the entire school program for the 1971-72 school year.

To improve student attendance to classes, a new attendance policy was put into effect in January 1972. This policy states that a classroom teacher may recommend a student for withdrawal from his class if he has either three truancies or six total absences during one quarter, but only after the teacher has contacted the student's parents twice.

Evaluation Design

The evaluators developed two questionnaires, one for all certificated staff members at South High and one for all South students. Decisions regarding inclusion of questionnaire items were based on a review of the program's objectives, discussions with the South High administration, and a review of previous evaluations of South High and other schools with modular schedules. A copy of each questionnaire is in Appendix A.

The next two major sections of this report present the results from the two questionnaires.

Student Reactions to the South High Program

The student questionnaire was distributed in the English classes by the individual English teachers. Questionnaires were completed by 690 students, about 60% of the student body. Table 1 gives the number and percentage of respondents at each grade level and the type of program in which they were enrolled. Almost half of the respondents were in tenth

grade. The number of respondents at each grade level represented about 64%, 52%, and 61% of the student population at grades 10, 11, and 12, respectively.

The forty percent who did not complete the questionnaire probably belonged to one of the following groups: students who were absent from school that day, students who were absent from English, students not enrolled in English, students who refused to complete the questionnaire, and students in an English class that may have been overlooked when the questionnaires were distributed. The sample probably was representative of the students who were enrolled in and attended English classes.

Table 1

Grade Level and Program of Students Who Responded to the Questionnaire

		N=690	
		N[a]	%
Grade Level	10th	311	46%
	11th	224	32
	12th	149	22
		674	100
Program Enrolled In	Work program	82	12
	Structured program	53	8
	Regular modular program	542	80
		677	100

[a]All 690 respondents did not respond to each of these items.

Most of the students (80%) who completed the questionnaire were in the regular modular program rather than one of the work programs or the structured program.

Students' General Opinions

The first 14 items on the student questionnaire were general statements about the South Modular Program that requested a response of Strongly Agree, Agree, Disagree, or Strongly Disagree (Table 2 on page 7).

Ninety-three percent of the responding students said they liked the modular schedule at South, with 58% strongly agreeing with the statement (Item 1). Some students (13%) thought they had a difficult time adjusting to a modular schedule.

Table 2

Student Opinions of the South High Program
(N=690)
(Percent)

Statement[a]	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I like the modular schedule at South	58%	35%	5%	2%
2. I had a difficult time adjusting to the modular schedule	4	9	45	43
3. There should be more elective courses	28	54	16	1
4. Students should be given more input into what courses are offered	20	67	12	2
5. This year I got the classes I signed up for	35	51	9	4
6. The new attendance policy this semester is a good idea	23	38	20	19
7. There is a lot of discussion and exchange of ideas between teachers and students in small group sessions	19	63	16	3
8. Teachers are usually available to work with individual students	11	55	25	9
Unscheduled Time				
9. I would like to spend more of the school day in scheduled classes	4	17	51	28
10. Students should have less unschedule time	5	18	48	28
11. I like unscheduled time because it gives me a chance to work on things that interest me	49	44	5	2
12. I like being able to decide how to spend my unscheduled time	58	38	3	1
13. Most students make good use of their unscheduled time	10	41	36	13
14. Students would learn more if they did not have so much free time	7	18	47	27

[a]Statements were not in this order on the questionnaire

More than 80% of the students agreed that there should be more elective courses and that they should be given more input into what courses are offered. Scheduling did not appear to be a serious problem. Eighty-six percent of the students got the classes for which they signed up.

On other individual questions (Item 6, 7, 8), about two-thirds of the students said the new attendance policy was a good idea, four-fifths said there was a lot of discussion between teachers and students in the small group sessions, and two-thirds said teachers were usually available to work with individual students.

Use of Unscheduled Time

Statements 9-14 in Table 2 refer to student opinions about unscheduled time. The students were consistent in their opinions that students' scheduled time should not be increased. About 80% of the students would not like to spend more of the school day in scheduled classes, and 80% did not agree that students should have less unscheduled time.

More than 90% of the students said they liked unscheduled time because it gave them a chance to work on things that interested them, and they liked being able to decide how to spend their unscheduled time. Half of the students felt that most students made good use of their unscheduled time. Twenty-five percent felt students would learn more if they did not have so much free time.

About two-thirds of the students (68%) indicated they used their unscheduled time to work on special projects in addition to their regular classroom assignments. However, from student estimates of how and where they spent their unscheduled time, it appears that students spent as much time visiting with friends and generally relaxing as they spent on subject area assignments (Table 3 on page 9). Forty-two percent of the students said they spent 0-30% and twelve percent said they spent 70-100% of their unscheduled time working on assignments. On the other hand, 34% said they spent 0-30% of their unscheduled time and 24% said they spent 70-100% of their unscheduled time visiting with friends or just relaxing. It appears that students spent no more time in the library and resource centers than they did in the commons area and outside the building.

More than half of the students used a department resource center to work on something at least once or twice a week. Twenty percent used a resource center two or fewer times during the year.

Table 3

Student Use of Unscheduled Time as Indicated by the Students
(N=690)

Estimate the percentage of your unscheduled time that you spent on each of the following activities	0-30%	31-69%	70-100%
Working on subject area assignments	42%	46%	12%
Working on student activities and organizations (student council, clubs, special events, etc.)	80	17	3
Visiting with friends, or outside building, or just relaxing	34	42	24

Estimate how much of your unscheduled time you spend in the following areas	Much Time	Some Time	Never
Library	16%	64%	21%
Resource centers	27	53	19
Commons	23	49	28
Outside building	22	53	25

	Almost every day	Once or twice a week	Once or twice a month	Once or twice a year	Never
How often have you gone to a department resource center on your own to work on something?	25%	33%	21%	9%	11%
How often have you met with a teacher during your unscheduled time to talk about school work or special projects?	10	32	34	17	8

	Yes	No
During your unscheduled time have you worked on any special projects in addition to the regular classroom assignments?	68%	32%

Forty-two percent of the students met with a teacher once a week, or more frequently, during their unscheduled time to talk about school work or special projects.

Modes of Instruction

Similar to evaluations in previous years, students valued large group instruction less favorably than other modes of instruction. The 1969-70 evaluation report indicated that 41% of the students said the large group instruction was not adequate, while 12% said small group instruction was not adequate.[1]

Only one-third of the 1971-72 students reported that they were scheduled into large group sessions two or more times per week (Table 4 on page 11). Twelve percent of the students who had at least one large group session each week said they enjoyed them very much, 66% said they were O.K., and 22% said they did not enjoy them. Twelve percent of the students reported that large group sessions were very helpful, 54% said they were of some help, and 34% said they were of very little help.

Ninety-two percent of the students were scheduled into one or more small group sessions each day. These sessions were viewed more positively than large group sessions by the students. Only 5% of the students who had at least one small group said they did not enjoy small group instruction, and only 5% said they were of very little help. Forty-six percent reported that they were very helpful.

About forty percent of the students took one or more independent study courses for credit during the 1971-72 school year. Fifty-five percent of the students who took independent study said they enjoyed it very much. Independent study was rated as helpful as small group instruction by the students.

Student Response by Subgroups

Table 17 in Appendix B presents student responses to all questionnaire items according to grade level, program in which enrolled, student reported grades, and after-high-school plans. In the following paragraphs a few of the major differences between subgroups will be reported. Readers

[1] Dunnette, Marvin D., and Richard Arvey. South High School Flexible Modular Schedule, 1969-70 School Year. Minneapolis: Minneapolis Public Schools, 1970.

Table 4

Frequency and Value of Different Modes of Instruction as Indicated by South High Students[a]
(N=690)

LARGE GROUP INSTRUCTION	Number of sessions scheduled into each <u>week</u>	Did you enjoy the sessions?	Were they helpful to you?
	None 27%	Yes, very much 12%	Very helpful 12%
	One 39	They were O.K. 66	Of some help 54
	Two or three 32	No 22	Very little help 34
	Four or more 2		
SMALL GROUP INSTRUCTION	Number of sessions scheduled into each <u>day</u>	Did you enjoy the sessions?	Were they helpful to you?
	None 8%	Yes, very much 30%	Very helpful 46%
	One or two 16	They were O.K. 65	Of some help 50
	Three or four 54	No 5	Very little help 5
	Five or more 22		
INDEPENDENT STUDY	Number of independent study courses taken this year	Did you enjoy the sessions?	Were they helpful to you?
	None 60%	Yes, very much 55%	Very helpful 49%
	One or two 31	They were O.K. 37	Of some help 41
	Three or four 6	No 8	Very little help 10
	Five or more 4		

[a]The percentages in response to whether or not the students enjoyed the sessions and whether or not they were helpful are based on only students who said they had at least one of the sessions.

interested in a more complete description should examine Appendix B(page 50).

Grade level differences. Students in grades 10 and 11 had more favorable views than 12th grade students of the South modular program. Forty-five percent of the 12th graders strongly agreed that they liked the modular schedule at South, compared with 63% of the 10th graders and 59% of the 11th graders.

The greatest differences between seniors and the group of sophomores and juniors occurred regarding the use of unscheduled time. Compared with sophomores and juniors, a greater percentage of seniors said that they would like to spend more of the school day in structured classes, that students should have less unscheduled time, and that students would learn more if they did not have so much free time. A smaller percentage of seniors than sophomores or juniors said students make good use of the unscheduled time. Fewer twelfth graders reported that they worked on subject area assignments or special projects during their unscheduled time. More seniors than 10th and 11th graders thought the new (more strict) attendance policy was a good idea.

Program differences. Although most of the students (80%) who responded to the questionnaire were enrolled in the regular modular program, 82 of the respondents were enrolled in one of the work programs, and 53 respondents participated in the structured program. Responses by work program and structured program students should be interpreted cautiously because it is not known whether they responded to aspects of the modular schedule in which they did not participate extensively (such as unscheduled time), or if they responded to their particular program.

A greater percentage of structured program than work program students and a greater percentage of work program than regular program students thought the new attendance policy was a good idea. About half of the structured students agreed they had a difficult time adjusting to the modular schedule, compared with 10% of the other students.

A greater percentage of structured program (38%) and work program (39%) students than modular schedule (22%) students said students would learn more if they did not have so much free time. When structured and work program students did have unscheduled time, they apparently spent less

of it than modular schedule students on subject area assignments and special projects and more of it outside the building.

Differences by student-reported grades. Students were asked to indicate the grades they usually received (A-F). There were few substantial differences on the first 14 general opinion items between groups of students who were differentiated by the grades they said they received. Students with high grades were much more in favor of the new attendance policy than were students with low grades. A greater percentage of better students than poorer students said they got the classes that they signed up for, and a lower percentage of the better students said they had difficulty adjusting to the modular schedule.

A substantial difference between subgroups occurred regarding the use of unscheduled time. There was a linear relationship between reported grades and how and where the students spent their unscheduled time. The better the reported grades, the more likely it was that the student spent his unscheduled time working on subject area assignments, working on special projects, meeting with teachers, and working in the library and resource centers. The poorer the reported grades, the more likely it was that the student spent his unscheduled time visiting with friends or just relaxing in the commons or outside the building.

Differences by after-high-school plans. Students who responded to the questionnaire were divided into five subgroups according to their expressed plans for after high school: college, employment, trade school, military service, and other. No substantial differences occurred among these subgroups in their response to the first 14 general opinion items.

College-bound students, compared with the other four subgroups, said they spent more of their unscheduled time in the library and resource centers working on school-related assignments and spent less of their time in the commons or outside the building.

Attendance and Dropout Rates

Student attendance rates have remained fairly constant each year since the 1966-67 school year (the modular schedule was introduced in the fall of 1967). However, as indicated in Table 5 on the next page the percentage of student attendance has shown an increase during the last two years to a high of 88% during the 1971-72 school year.

Table 5

Student Attendance and Dropout Rates at
South High School from 1966-67 to 1971-72

School Year	Attendance Rate[a]			Dropout Rate[b]		
	Average Daily Membership	Average Daily Attendance	Percent of Attendance	Number of Dropouts Grades 10-12	End-of-Year Membership	Dropout Percent
1966-67	1109	947	85.4%	246	1026	19%
1967-68	1107	950	85.8	212	1006	17
1968-69	1057	898	84.9	280	941	23
1969-70	1037	889	85.7	318	929	26
1970-71	1245	1075	86.4	421	1088	28
1971-72	1295	1139	88.0	368	1173	24

[a]Average Daily Membership is total days of student attendance plus total days of student absence divided by total days school was in session.

Average Daily Attendance is total days of student attendance divided by total days school was in session.

Percent of Attendance is Average Daily Attendance divided by Average Daily Membership.

[b]Dropout Percent is the number of dropouts divided by the sum of the end-of-year membership and number of dropouts.

The student dropout rate increased during the first few years of the modular program, reaching a peak of 28% for the 1970-71 school year. In 1971-72, the dropout rate dropped to 24%, possibly indicating a reversing trend.

The evidence indicates that the modular program at South High has not been clearly related to either improved student attendance or fewer student dropouts. However, the attendance and dropout data is subject to criticism because changes in the student population during the past six years and other programs such as a special dropout prevention program initiated in 1971-72 were not taken into consideration.

Student Opinion Questionnaire

In May 1972, students at South High and all other senior high schools in Minneapolis were given the Student Opinion Questionnaire, a locally developed 93-item instrument that measures student attitudes toward school in several areas. Table 6 on page 16 shows the responses of South High students and the citywide percentages for items on two factors, Liking-of-School and Curriculum Relevance. The citywide percentages at each grade level represent about two-thirds of the students who were on roll at the end of the school year. The South percentages represent 63%, 51%, and 44% of the students who were on roll in grades 10, 11, and 12. Any comparisons between South and citywide percentages should be viewed cautiously since the lower return by South students might have resulted in a biased sample.

South students at all grades responded more favorably than the citywide sample of students to the Liking-of-School items. For example, 59% of the South 10th graders, 61% of the 11th graders, and 77% of the 12th graders agreed that schoolwork is interesting, compared with 49%, 47%, and 45% of the 10th, 11th, and 12th grade students in the citywide sample.

The South students' views of the relevancy of South's curriculum were somewhat more positive than the views of the citywide sample. About 10 to 25 percent more South students than citywide students said their school teaches them the things they want to learn.

Although the positive student attitudes at South High might have been related to the modular program, other factors might have been important. The items on the Student Opinion Questionnaire do not identify sources of satisfaction unique to individual schools.

Table 6

South Student Opinions Toward School
(Percent Agree)

Factor and Items	Grade 10		Grade 11		Grade 12	
	South N=304	City N=3409	South N=210	City N=3061	South N=108	City N=2837
Liking of School						
Schoolwork is interesting	59%	49%	61%	47%	77%	45%
I don't like my classes	20	29	17	30	16	32
I like school	71	61	73	59	74	59
I hate school	22	26	20	27	12	26
I find my teachers to be fun and exciting	51	33	54	32	54	33
I like most of my teachers	86	76	87	78	97	81
My classes are boring	44	58	41	60	33	62
I think school is fun	65	52	68	48	66	46
I don't like school work	48	58	47	60	45	61
I like my classes	74	59	73	57	79	58
I don't look forward to going to school	38	46	28	48	34	49
Curriculum Relevance						
School doesn't teach the more important things in life	49	54	51	58	46	67
This school teaches me the things I want to learn	53	43	59	40	63	37
I think I am learning a lot of things that will help me earn a living when I get older	62	55	60	50	62	45
My school activities don't help me in anything that I do outside of school	33	36	30	38	21	36
Most school work will be useful to me when I get out of school	60	52	59	48	63	43

Teacher Reactions to the South High Program

Eighty-eight teachers and support personnel other than administrators completed the staff questionnaire. This represents 88% of the staff members listed in the building directory. Table 7 on page 18 summarizes the respondents' teaching experience, their experience with traditional and modular schedules, and the subject area in which they did most of their teaching.

The staff at South was experienced. Half of the staff had 10 or more years experience, while only 22% had worked three years or less. Most of the staff (84%) had experience with a traditional schedule, 49% at South and 51% at other schools. All subject area departments at South were represented by the completed questionnaires.

Although 11% of the respondents were not classroom teachers, the entire group of respondents will be referred to as "teachers" at times in the remainder of this report.

Supplies-Equipment-Facilities

The majority of the teachers at South did not consider supplies to be a problem. Ninety-two percent of the respondents to the staff questionnaire said they had enough supplies. This was a substantial increase over 1969-70 when 69% of the staff said they had enough supplies.

Seventy-one percent of the teachers said they had enough equipment. This figure was similar to the 69% given in 1969-70. The lack of specific audio-visual equipment was the most frequently given comment by the teachers. Other comments were made about the unavailability of equipment, equipment ordered but not delivered, and difficulty of using audio-visual equipment in the learning areas.

The staff members rated the physical qualities of a number of areas in the school on a four-point scale: Excellent, More Than Adequate, Adequate, and Inadequate (Table 8 on page 19). The library, large group areas, and lab areas received adequate ratings by three-fourths or more of the staff, while resource centers, small group areas, and the commons received inadequate ratings by about half of the teachers. At the extremes, 65% of the teachers said the library was excellent or more than adequate, while only 14% said the same for the resource centers.

Table 7

Teacher Experience and Subject Area of South Staff Members Who Completed the Questionnaire

Question	Response	N	%
Years of teaching experience	One year	2	2%
	Two or three years	16	20
	Four to nine years	24	29
	Ten or more years	40	49
		82 [a]	100%
Experience with traditional and modular schedules	Worked at South before the modular schedule	34	41
	Worked at a school other than South that had a traditional schedule	35	43
	Have not worked at a school that had a traditional schedule	13	16
		82	100
Subject area in which you spend most of your teaching time	Business	5	7
	English	15	20
	Foreign Language	2	3
	Home Economics	3	4
	Industrial Arts	5	7
	Mathematics	5	7
	Music-Art	3	4
	Physical Education	4	5
	Science	3	4
	Social Studies	15	20
	Coordinator	7	9
	Other personnel	8	11
		75	101

[a] All 88 respondents did not answer these questions

Table 8

Staff Ratings of the Physical Qualities of Various Areas[a]
(Percent)

Area		Excellent	More Than Adequate	Adequate	Inadequate
Resource Centers	1971-72	7%	7%	33%	53%
	1969-70	1	6	29	63
Library	1971-72	25	40	33	2
	1969-70	10	24	49	17
Large Group Areas	1971-72	12	19	43	26
	1969-70	-	-	-	-
Small Group Areas	1971-72	6	14	29	50
	1969-70	-	-	-	-
Lab Areas	1971-72	15	35	35	14
	1969-70	7	27	39	26
Commons	1971-72	5	16	34	44
	1969-70	-	-	-	-

[a]The physical qualities of some areas were not rated in the 1969-70 evaluation.

There were some differences between subject areas in the ratings of the physical qualities of the various areas. For example, 87% of the respondents from the social studies department rated the resource centers as inadequate, compared with 0% of the English teachers. Also, 11 of the 12 respondents who rated the lab areas as inadequate taught English, social studies, or math. None of the staff members from industrial arts, home economics, music-art, and science said the lab areas were inadequate.

The staff ratings in 1971-72 were somewhat more favorable than the staff ratings made for the last year at the old South High building (1969-70). Sixty-three percent of the staff said the resource centers were inadequate in 1969-70 (53% in 1971-72), 17% said the library was inadequate in 1969-70 (2% in 1971-72), and 26% said the lab areas were inadequate in 1969-70 (14% in 1971-72).

Modes of Instruction

Small group instruction and assigned labs were seen as more helpful to students than large group instruction by the teachers who were responsible for these different modes of instruction. Eighty-six percent, 69%, and 42% of the teachers, respectively, felt that small group instruction, assigned labs, and large group instruction were very helpful to students (Table 9 on page 20).

Table 9

Frequency and Value of Different Modes of Instruction
as Indicated by the South High Staff

Large Group Instruction			**How helpful to students?**	
Estimate the number of large group sessions you were responsible for each week.	None	59%		
	One	25	Very helpful	42%
	2 or 3	9	Of some help	33
	4 or more	7	Very little help	24
Small Group Instruction			**How helpful to students?**	
Estimate the average number of small group sessions you were responsible for each day.	None	9%		
	1 or 2	12	Very helpful	86%
	3 or 4	58	Of some help	13
	5 or more	21	Very little help	1
Assigned Lab (Scheduled)			**How helpful to students?**	
Estimate the number of assigned labs you were responsible for each week.	None	57%		
	1 or 2	7	Very helpful	69%
	3 or 4	14	of some help	22
	5 or more	21	Very little help	9
Independent Study for Credit			**How helpful to students?**	
Estimate the number of students who took a credit course under your supervision but where they did not meet with a regularly scheduled class (total for year).	None	43%		
	1 - 3	34	Very helpful	36%
	4 - 6	11	Of some help	53
	7 or more	12	Very little help	11

More than half of the teachers said that at least one student took an independent study course under their supervision during the year. Twelve percent of the teachers said they supervised seven or more students on independent study. Eighty-nine percent of the teachers who supervised independent study said it was helpful to students, with 36% saying it was very helpful.

Teachers rated the helpfulness of large group and small group instruction higher than did the students, while the students rated independent study as more helpful than did the teachers (compare Tables 4 and 9).

Teachers' Schedules

Seventy-nine percent of the South teachers indicated that their schedule was satisfactory. In the write-in comment section, the major problem expressed by staff members was that students were not scheduled into enough classes (11 teachers). They felt more class time was needed to do an effective job. Other comments were grouped as follows:

- Not enough preparation time (4 teachers)
- Should not have commons duty (3)
- Unequal teaching loads (2)
- Six-day cycle is unsatisfactory (2)
- Too full some days, not enough others (1)
- Short lunch periods (1)

On another question, half of the teachers said they needed more class time to present their course material. Somewhat contradictory to the first question, eighty-two percent of the staff did not agree that the present computer scheduling system does a satisfactory job of scheduling South High School. Perhaps the staff was referring to the students' schedule in this question and to their own schedules in the first question.

Use of Unscheduled Time

As in previous evaluations of the South modular program, teachers felt differently than students about the use of unscheduled time. Eighty-seven percent of the teachers agreed that students should be given more scheduled time (Table 10 on page 22). Seventy-six percent of the students had disagreed that students should be given less unscheduled time (Table 2).

Table 10

South Staff Reactions to Student Use of Unscheduled Time

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
Students should be given more scheduled time	42%	45%	13%	0%
More restrictions should be placed on how students spend their unscheduled time	47	33	19	1
Teachers are usually available to work with individual students	12	61	26	1
The South schedule helps students to develop the responsibility to become independent learners	11	53	21	15

Question	Response	Percent
Estimate the percentage of your students whom you feel have assumed responsibility for their unscheduled time	0-19%	34%
	20-49%	38
	50-79%	23
	80-100%	6
Estimate the percentage of your students whom you required to report to you or a resource center for a specified amount of their unscheduled time	0-19%	57
	20-49%	26
	50-79%	4
	80-100%	3
Estimate the percentage of your students with whom you have had an individual conference during his unscheduled time this year	0-19%	13
	20-49%	41
	50-79%	23
	80-100%	23

About three-fourths of the staff (73%) agreed that teachers were usually available to work with individual students. This figure is very similar to the percentage of students (66%) who agreed with the identical statement.

Although the majority of the South staff members felt that students should be given more scheduled time, 64% said the South schedule helps students to develop the responsibility to become independent learners.

Table 10 also indicates that 29% of the staff members estimated that 50-100% of their students had assumed responsibility for their unscheduled time. That means about 70% of the teachers felt that less than half of their students had assumed responsibility for their unscheduled time.

Most of the teachers did not require many of their students to report to them or to a resource center for a specified amount of their unscheduled time. However, about half of the teachers said they had an individual conference during the year with 50% or more of their students.

The eighty percent of the staff members who said their department had a resource center estimated how often students voluntarily used their resource center (Table 11).

Table 11

Student Use of Resource Centers as Estimated by South Staff

Question	Response	Percent
Does your department have a resource center?	Yes	79%
	No	20
Estimate the percentage of your students that have used your department's resource center voluntarily this year	75-100%	7%
	50- 74%	16
	25- 49%	26
	0- 24%	51

Only one-fourth of the teachers said that 50% or more of their students used their department's resource center voluntarily during the year. This figure is much lower than the students' estimate. Ninety percent of the students said they used a resource center at least once during the year (Table 3). One possible explanation of this

discrepancy is that teachers responded to their department's resource center only, while students responded to all resource centers.

Structured Program

The structured program at South High was viewed positively by the staff members (Table 13 on page 25). About one-third of the staff said they taught at least one structured class. Ninety percent of these teachers rated the structured classes as helpful to students, with 53% of the teachers rating them as very helpful. Ninety-three percent of all staff members said the structured program was a good idea.

The majority of the staff members said that the number of courses within the structured program should be increased (72%) and that the structured program should be enlarged to include more students (66%).

Curriculum Changes

Modular scheduling is usually thought to be conducive to the utilization of less traditional instructional procedures. What instructional activities occurred during the year? The staff members indicated whether or not they were involved in the activities listed in Table 12 during the past year.

Table 12

Instructional Activities of Teaching Staff Members

	N	%[a]
Interdisciplinary course	9	11%
Interdisciplinary planning	18	23
Team teaching (actual sharing of students)	41	51
Team planning with other members in your department	52	65
Development of new materials	55	69
Contracts with individual students	50	63

[a]Percents are based on the 80 questionnaire respondents who were in classroom teaching positions.

Table 13

Frequency and Value of Structured Classes
as Indicated by South High Staff Members

Question	Response	Percent
How many classes in the structured program did you teach each quarter?	None	66%
	One or Two	26
	Three or Four	3
	Five	5
How helpful were structured classes to students?	Very helpful	53%
	Of some help	38
	Very little help	9
The structured program is a good idea	Strongly Agree	24%
	Agree	69
	Disagree	5
	Strongly Disagree	2
The number of courses within the structured program should be increased	Strongly Agree	23%
	Agree	49
	Disagree	25
	Strongly Disagree	4
The structured program should be enlarged to include more students	Strongly Agree	15%
	Agree	51
	Disagree	30
	Strongly Disagree	4

Eleven percent of the teaching staff said they were involved in teaching interdisciplinary courses, and 23% said they planned them. About half of the teaching staff said they were involved in the following activities during the past year: team teaching, team planning, development of new materials, and contracts with individual students.

About half of the South staff members listed instructional methods or materials that they used that would not have been as possible to use with a traditional schedule. Instructional methods were mentioned more often than instructional materials. Individualization of instruction was the most frequently mentioned method. The comments were grouped according to similar content.

- Working with students individually (14 teachers)
- Large group instruction (6)
- Small group and discussion (5)
- Independent study (4)
- Large time blocks for films and experiments (2)
- Interviews in community, contingency contracting, closed-circuit TV, simulation games, guest speakers, and open lab (1 each)

One of the previously stated general objectives of the South modular program was to provide flexibility within the curriculum and within the school year so that students would be able to change more easily from one program to another. Many more courses were available in the modular schedule than in the previous traditional schedule. Ninety-nine year long courses, 43 semester courses, and 32 quarter courses (one-third of school year) courses were offered in 1971-72.

A counselor who had been at South under both traditional and modular schedules was interviewed regarding the flexibility of the program. The counselor indicated the modular schedule probably provided the impetus for this curriculum expansion, although some other schools on more traditional schedules offered just as many courses.

Although it was easier to transfer courses in midyear because of the greater number of courses that were offered, very few provisions had been made in the curriculum for mid-course entry into year and semester courses. It was still difficult for students to transfer into or to begin year sequences in such areas as math, foreign language, and science after the

beginning of the year. In some areas the teachers were more willing than in years previous to the modular schedule to let students enter their classes after the course had begun.

One advantage of the modular schedule was that it permitted individual students to take 8 or 9 courses at one time rather than the usual maximum of six.

Traditional vs Modular

The seventy-five staff members with work experience in both a traditional schedule and the South modular program usually did not have neutral opinions regarding the comparative value of traditional and modular schedules. One-third or fewer of the staff members said there was no difference between the South modular program and a traditional schedule on eighteen items related to student outcomes, staff-student relationships, and teacher attitudes (Table 14 on page 28).

The teachers indicated that a traditional schedule provided a better environment than the South modular program for the development of academic-related outcomes for the student body as a whole (Items 1, 4, 5, 12). Fifty-one percent of the respondents said students learned more in a traditional schedule (26% for modular), 53% said students exhibited more responsibility for their school work (24% for modular), 67% said classroom attendance was better (7% for modular), and 64% said more course material was covered (15% for modular). On the other hand, teachers thought the South modular program better provided for individual needs (Items 9, 10, 11). Sixty-seven percent of the teachers said they gave more individual help to students in the South modular program (14% for traditional), 78% said their were more provisions for giving help to students (10% for traditional), and 57% said the needs of all students were met better (33% traditional). Teachers indicated that their academic expectations of students were greater in a traditional schedule (Item 13, 14).

Teachers thought the South modular program was more conducive than a traditional schedule to positive student attitudes and to better student-teacher relationship (Items 2, 3, 6, 7). Although teachers did not think students in the South modular program had a greater interest in learning, 74% of the staff members thought that students enjoyed school more than

Table 14

Staff Members' Comparison of the South Modular Program and a Traditionally Scheduled Program (N=75)[a]

	In the South Mod. Program	In the Traditional Schedule	No Difference
1. Students learned more	26%	51%	23%
2. Students seemed to enjoy school more	74	12	14
3. Students had a greater interest in learning	36	29	36
4. Students exhibited more responsibility for their class work	24	53	24
5. Classroom attendance was better	7	67	27
6. Student-teacher relationships were better	66	19	15
7. I knew my students better	52	31	17
8. There were more in-classroom discipline problems	9	64	27
9. I gave more individual help to students	67	14	18
10. There were more provisions for giving help to students	78	10	13
11. The educational program met the needs of all students better	57	33	10
12. More course material was covered	15	64	22
13. My academic expectations of students were greater	27	45	28
14. Other teachers' academic expectations of students were greater	10	60	30
15. Teacher-teacher communications were better	43	25	32
16. Teachers have a greater opportunity to develop their professional role	69	15	15
17. I would prefer to teach	70	22	8
18. More effective use of staff was made	44	40	15

[a] Staff members with limited experience in a traditional schedule were asked to skip this section of the questionnaire.

in a traditional schedule. Sixty-six percent of the teachers said student-teacher relationships were better in the South modular program (19% in traditional), and 52% said they knew their students better (31% in traditional). Perhaps the better student-teacher relationships were related to an increased interaction between students and teachers in the classroom. Eighty percent of the teachers agreed that small group sessions had much more student interaction than the typical traditional classroom. Teachers also thought teacher-teacher communications were better in the South modular program (43%) than in a traditional schedule (25%).

Seventy percent of the teachers said they preferred teaching in the South modular program. They also thought they had a greater opportunity to develop their professional role in the modular program (69%) than in a traditional schedule (22%). The teachers did not think the staff was used any more effectively in the South modular program than in a traditional schedule.

Additional Staff Member Opinions

Teacher responses to twelve additional statements about certain aspects of the South modular program are summarized in Table 15 on page 30. It appears that the South High staff has the potential to make better use of the modular schedule even though a majority of the teachers (60%) felt many teachers were not doing anything different than what is done in a traditional schedule.

Seventy-nine percent of the teachers said the staff at South has the willingness to innovate. Although two-thirds of the staff said they had adequate time for planning and in-service, three-fourths said there is a need for more in-service training regarding effective uses of a modular schedule. In terms of staff relationships, the majority of the teachers (73%) said provisions were made for teacher input into the decision making process, while only 27% said there was a feeling of togetherness within the faculty. However, as noted earlier, 43% of the staff said teacher-teacher communications were better in the South modular program than in a traditional schedule.

The majority of the staff members felt that students should be given more preparation for participation in the program (91%) and that students should have more input into what courses are offered (61%).

Table 15

South Staff Members' Opinions of Certain Aspects of the South High Program (Percent)

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1. The staff at South has the willingness to innovate	19	60	17	3
2. Many teachers are not doing anything different than what is done in a traditional schedule	15	45	37	4
3. There is a need for more in-service training regarding effective uses of a modular schedule	49	28	21	2
4. The staff has adequate time for planning and in-service training	15	53	27	5
5. Provisions are made for teacher input into the decision making process	12	61	24	2
6. There is a feeling of togetherness within the faculty	6	21	51	22
7. Students should be given more preparation for participation in the program	35	56	6	3
8. Students should have more input into what courses are offered	17	44	33	6
9. Attendance has improved since the new attendance policy was implemented	46	53	1	0
10. I am satisfied with attendance in my classes since the new policy	26	55	19	0
11. There is a need for more electives	17	23	45	15
12. South High could operate as effectively without the house plan	33	45	20	3

The new attendance policy was supported very strongly by the staff. Ninety-nine percent of the teachers said attendance had improved since the new attendance policy was implemented. Eighty-one percent were satisfied with attendance in their classes since the new policy.

Sixty percent of the staff did not agree that there is a need for more electives and 78% said South High could operate as effectively without the house plan.

Type of Student and Program Effectiveness

Are there any types of students with whom the South modular program is particularly effective or ineffective? About 60% of the teachers who completed the questionnaire responded to this question. The majority of the comments referred to students with whom the program was effective. The South staff felt the South program was most effective with highly motivated, high ability students. The comments were grouped as follows according to similar content.

- Motivated students (20 teachers)
- High ability students (10)
- Students with particular interests (3)
- Low achievers (3)
- Average or better students (2)
- Mature students (2)
- Majority of students at South (2)

One teacher each mentioned the following types: juniors and seniors, sophomores, various cultural and racial groups, students in work study programs, students who can think for themselves, students who can read available material, "drifty" students, career-bound students, and students in the structured program.

Main Strengths and Weaknesses

Staff members were asked to indicate the one main strength and the one main weakness of the South High modular schedule. About 60% of the questionnaire respondents listed a main strength and 90% listed a main weakness.

Strengths. According to the South staff, the greatest strengths of the South modular schedule were the benefits to students, the flexibility, and the various instructional possibilities.

1. Student benefits
   - Permits students to specialize (5 teachers)
   - Opportunity to develop better student-teacher relationships (6)
   - Less tense atmosphere (3)
   - Better attitude toward school (3)
   - Humanism (2)
   - Helpful in adapting to college schedule (2)
   - More responsibility for students (1)
   - Students can select more courses (1)
   - Develops self concept (1)
   - Students don't feel constricted (1)
2. Flexibility of program
   - Flexibility (8)
   - Variety (8)
   - Diversified program (2)
   - Extended learning opportunities (1)
   - Potential opportunities (1)
3. Instructional aspects
   - Unstructed time (4)
   - Individualized approach (3)
   - Smaller classes (2)
   - Large group presentations (1)
   - Longer class periods (1)
   - Quarter system (1)
   - Well equipped learning areas (1)
4. Quality of staff
   - Strong supportive staff (2)
   - Strong principal (1)
   - A few dedicated, productive teachers (1)
   - Teachers who make use of mod schedule (1)

Weaknesses. More responses were made by the staff to the question asking for the main weakness than to any other question requiring written comments. The responses were grouped into six categories according to similar content.

1. Staff weaknesses
   - Modular schedule not used wisely by staff (7)
   - Teachers are still traditional (7)
   - Teachers not working together (5)
   - Lack of faculty consistency and administrative follow-through (3)
2. Weaknesses involving students
   - Does not meet needs of, or reach, students (7)
   - Too many students getting a poor education (5)
   - Easy to get lost and drift (4)
   - Lack of rules for students (2)
   - Lack of organized places for students to spend free time (1)
3. Unscheduled time
   - Students not scheduled into enough classroom time (11)
   - Wasted student time (6)
   - Not enough control over unscheduled time (5)
   - Students not prepared to handle increased freedom (3)
4. Scheduling weaknesses
   - Some days students have few or no classes (3)
   - Unbalanced schedules for teachers (1)
   - Shortage of time for some classes (1)
   - Too long between classes destroys continuity (1)
5. Physical structure
   - Physical problems with resource centers (2)
   - Learning areas (2)
   - Too much open space (1)
6. Curriculum weaknesses
   - Curriculum being used is for traditional schedule (2)
   - Nobody responsible for curriculum (2)
   - Lack of electives in all fields (1)
   - Cheap credits and watered-down courses (1)

Teacher Recommendations

As of May 1972, 17% of the South High staff thought the South modular program should be continued as is, 17% thought it should be discontinued, and 65% thought it should be continued with changes (Table 16).

Table 16

South High Staff Opinions as to Whether or Not the South High Modular Program Should Be Continued

The South High Schedule Should Be:	N[a]	%
Continued as is	13	17%
Discontinued	13	17
Continued with changes	49	65
	75	99

[a]Only 75 of the 88 questionnaire respondents answered this question.

The 65% of the teachers who said the program should be continued with changes gave many suggestions. Their suggestions were put into the following ten categories based on similar content.

1. Changes involving staff
   - In-service training for staff to more effectively use modular scheduling (8 teachers)
   - Better communications between teachers (6)
   - Committment and participation by and better selection of all staff members (4)
   - Equalize teaching loads (3)
   - More consistent and higher expectations of students (2)
   - Better use by teachers of unscheduled time (2)
2. Curriculum changes
   - More interdisciplinary courses (5)
   - More leadership in curriculum development (4)
   - More electives (3)
   - Vocational-educational programs (3)
   - Clean up and coordinate existing programs (3)
   - No-credit mini-courses during unscheduled time (2)
   - More individualized instruction opportunities (2)

- Required out-of-class study projects (1)
- More student-community involvement in curriculum planning (1)
- Require written objectives for each course for evaluation (1)
- Student Support Program must be more fully integrated (1)
- Make South a citywide center for high interest, high ability students who have proved themselves (1)
- Eliminate homerooms or developed teaching programs in guidance (1)

3. Unscheduled time changes
   - More scheduled time for students (11)
   - More scheduled time for sophomores (2)
   - Classes scheduled more times per week (1)
   - More structure for those who need it (1)
   - More planned uses for students unscheduled time in properly supervised learning areas (9)
   - Require use of unscheduled time for school activities (1)
   - Involve students in planning use of unscheduled time (1)
   - Emphasize development of responsibility for use of unscheduled time (1)
   - More adequate structured program (1)
4. Resource centers
   - Improve the resource centers (6)
   - Use responsible aides to supervise (6)
   - Have assignments and work available (2)
   - More consistent teacher use of resource centers (2)
   - Assign students to center for part of unscheduled time (1)
   - Have audio-visual equipment available (1)
5. Changes involving students
   - Better orientation to modular scheduling (9)
   - Start with structure and let students earn privilege of being on modular schedule (1)
   - Get students to be involved in South (1)
   - Better communication channels for students (1)
   - Provide a place where students can smoke in peace (1)
   - Suspended or withdrawn kept out of school (1)
6. Physical structure
   - Change or improve the physical structure (2)
   - Develop suitable rooms for showing films (2)

- Put walls in the learning lofts (2)
- Restructure open classrooms on second floor (1)
- Replace doors we now have with fire doors (1)
- Provide additional space for lab classes with special equipment (1)
- More effective partitions (1)

7. Attendance policy
   - Keep the new attendance policy (7)
8. Commons
   - Better use of commons (1)
   - Dignify and humanize life in the commons (1)
   - Use aides (1)
   - Uniformly enforced school-wide policy for commons (1)
9. Miscellaneous
   - Discontinue the open campus (2)
   - Have open house earlier (1)
   - Someone downtown should take occasional interest (1)
   - Hire more responsible aides (1)

Summary and Recommendations

About 60% of the South High students and 90% of the staff members completed questionnaires about the South High program in May 1972. This survey represents only a partial evaluation of the many factors in a complex system. The recommendations that are made in the following paragraphs are based only upon the reactions of teachers and students to the program.

Recommendation 1: Continue with some form of the modular schedule. The majority of both students and staff members indicated that they liked or preferred the modular schedule. Ninety-three percent of the students said they liked the modular schedule at South. The students at South also had better attitudes toward school than did a citywide sample of students. Seventy percent of the staff members said they preferred to teach in the South modular program, 22% preferred a traditional schedule, and 8% said it did not make any difference. Seventeen percent of the teachers said the South modular program should be continued as is, 17% said it should be discontinued, and 65% said it should be continued with changes.

Recommendation 2: Develop a program with the objective that students will make better use of their unscheduled time. Although two-thirds of the students said they worked on special projects during their unscheduled time, they indicated that they spent as much time visiting friends, or outside the building, as they did in the library and resource areas. Three-fourths of the students did not want less unscheduled time.

On the other hand, 87% of the teachers agreed that students should be given more scheduled time. About 70% of the teachers felt that less than half of their students had assumed responsibility for their unscheduled time. Perhaps more restrictions on use of unscheduled time suggested by 80% of the staff members could be part of a program to increase effective student use of unscheduled time. Other possibilities (some not based on data from this evaluation) are orientation programs on how to use unscheduled time, periodic meetings with a faculty adviser in groups or as individuals, assigned learning materials available in a resource center, mini-courses developed by teachers and students based on special interest areas.

Recommendation 3: Continued efforts should be made to further develop curriculum and instructional approaches that are appropriate for a modular schedule. Other than an increase in the number of courses offered, the use of large group instruction, and the use of individualized study programs, the exploration of different instructional methods and curricula since the introduction of a modular schedule has not been as extensive as it might have been. During the 1971-72 school year, eleven percent of the staff said they were involved in teaching interdisciplinary courses, while about half of the teachers said they participated in team teaching, team planning, development of new materials, and contracts with individual students. Sixty percent of the staff said many teachers were not doing anything different than what was done in a traditional schedule.

Staff comparisons of student outcomes between the South modular program and a traditional schedule indicated that progress was made in students' attitudes while losses had occurred in some cognitive areas. Although 74% of the teachers said students seemed to enjoy school more in the South modular program, a greater percentage of teachers said that students learned more and that more course material was covered in a traditional schedule.

Recommendation 4: Staff development activities should be initiated to make more effective use of the modular schedule. It appears that the majority of the staff members are willing to work on improving the South modular program. Seventy-seven percent of the staff members said there is a need for in-service training regarding effective uses of a modular schedule. Seventy-nine percent of the teachers said the staff at South has the willingness to innovate. On the negative side, only 27% of the staff members said there is a feeling of togetherness within the faculty.

Recommendation 5: Efforts should be made to upgrade the quality of large group instruction or to supplant it with small group instruction. Students and teachers alike felt that small group instruction was more valuable than large group instruction. Forty-six percent of students and 86% of the teachers felt small group instruction was very helpful to students, while 12% of the students and 42% of the teachers felt large group instruction was very helpful. About one-fourth of the teachers and one-third of the students indicated that large group instruction was of very little help to students. Eighty-two percent of the students said there was a lot of discussion and exchange of ideas between teachers and students in the small group sessions.

Recommendation 6: Efforts should be made to improve the resource centers, the small group areas, and the commons. About half of the staff members said that the resource centers, the small group areas, and the commons were physically inadequate. Several of the teachers made specific suggestions regarding the improvement of the resource centers as learning areas: use responsible aides to supervise, have assignments and work available, more consistent teacher use of resource centers.

Recommendation 7: Provisions should be made for more student input into the South High modular program. About two-thirds of the staff members and 9 out of ten students thought students should have more input into what courses are offered. Eighty percent of the students said there should be more elective courses.

Recommendation 8: Student orientation programs should be developed that would prepare students for participation in the modular program. Ninety percent of the faculty said students should be given more preparation for participation in the program. Thirteen percent of the responding students

said they had a difficult time adjusting to the modular schedule. However, 44% of the students in the structured program and 20% of the students with self-reported D-F grades said they had adjustment difficulties.

Recommendation 9: Continue the new attendance policy. Ninety-nine percent of the teachers said attendance had improved and 81% were satisfied with attendance in their classes since the new policy was implemented. Sixty-one percent of the students said the new attendance policy was a good idea.

Recommendation 10: Continue efforts to develop programs to meet the needs of specific groups of students. Many teachers felt the modular program was most effective with motivated, high-ability students. Perhaps the modular schedule provides unique opportunities for the development of programs that would be effective with unmotivated students.

Recommendation 11: Continue efforts to determine the reasons for staff dissatisfaction with the computer scheduling system. Eighty-two percent of the teachers did not think the computer scheduling system did a satisfactory job of scheduling South High School. Perhaps the 5-day cycle that replaced the 6-day cycle in September 1972 will be more satisfactory.

Recommendation 12: Investigate possibilities for increasing the number of courses offered in the structured program. Three-fourths of the teachers said the number of courses within the structured program should be increased.

ED 084272

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Appendix A

The Staff and Student Questionnaires

Minneapolis Public Schools

South High Program Evaluation 1971-72
Staff Questionnaire

This study is being conducted by the Research and Evaluation Department of the Minneapolis Public Schools. The purpose of the study is to gather staff reactions to the South program and to give feedback to South administrators and other personnel. The value of the feedback will be determined by the thoughtfulness with which you complete this questionnaire. If a question does not apply to you, leave it blank. When you complete your questionnaire return it to Mrs. Mona and have her check off your name. Do not put your name on the questionnaire. No one outside the Research and Evaluation Department will see the original completed questionnaire.

(1) Do you have enough supplies?

_____ 1. Yes
_____ 2. No Explain _____

_____

(2) Do you have enough equipment?

_____ 1. Yes
_____ 2. No Explain _____

_____

(3) Is your schedule satisfactory?

_____ 1. Yes
_____ 2. No Explain _____

_____

Rate the physical qualities of each of the following areas by circling the appropriate number.

	Excellent	More than Adequate	Adequate	Inadequate
(4) Resource Centers	1	2	3	4
(5) Library	1	2	3	4
(6) Large group areas	1	2	3	4
(7) Small group areas	1	2	3	4
(8) Lab areas	1	2	3	4
(9) Commons	1	2	3	4

Comment _____

_____

Modes of Instruction

For each of the following modes of instruction, indicate how frequently you have used each mode this year. Then indicate how useful each mode was in helping students to learn your subject area. If you did not use a particular mode of instruction, do not rate its helpfulness.

Large Group Instruction

(10) Estimate the number of large group sessions you were responsible for each week.

_____ 1. None
_____ 2. One
_____ 3. Two or Three
_____ 4. Four or more

(11) How helpful were the large group sessions to students?

_____ 1. Very helpful
_____ 2. Of some help
_____ 3. Very little help

Small Group Instruction

(15) Estimate the average number of small group sessions you were responsible for each day.

_____ 1. None
_____ 2. One or Two
_____ 3. Three or Four
_____ 4. Five or more

(16) How helpful were the small group sessions to students?

_____ 1. Very helpful
_____ 2. Of some help
_____ 3. Very little help

Assigned Lab (Scheduled)

(12) Estimate the number of assigned labs you were responsible for each week.

_____ 1. None
_____ 2. One or Two
_____ 3. Three or Four
_____ 4. Five or more

(13) How helpful were the assigned lab sessions to students?

_____ 1. Very helpful
_____ 2. Of some help
_____ 3. Very little help

Independent Study for Credit

(17) Estimate the number of students who took a credit course under your supervision but where they did not meet with a regularly scheduled class. (for the total year)

_____ 1. None
_____ 2. 1 - 3
_____ 3. 4 - 6
_____ 4. 7 or more

(18) How helpful have independent study courses been to the students?

_____ 1. Very helpful
_____ 2. Of some help
_____ 3. Very little help

(14) How many classes in the structured program did you teach each quarter?

_____ 1. None
_____ 2. One or Two
_____ 3. Three or Four
_____ 4. Five

(19) How helpful were structured classes to students?

_____ 1. Very helpful
_____ 2. Of some help
_____ 3. Very little help

(20) Does your department have a resource center?

_____ 1. Yes
_____ 2. No

(21) Estimate the percentage of your students that have used your department's resource center voluntarily this year.

_____ 1. 75-100%
_____ 2. 50 - 74%
_____ 3. 25 - 49%
_____ 4. 0 - 24%

For each of the following statements, compare the South High program with the educational program that existed before the implementation of the modular schedule by circling the appropriate number. If you were not a teacher at South before the modular schedule, compare the present South schedule with any traditional schedule with which you have had experience. If your traditional experience is limited, you may wish to skip some questions.

		In the South Modular Program	In the Traditional Schedule	No Difference
(22)	Students learned more	1	2	3
(23)	My academic expectations of students were greater	1	2	3
(24)	Students seemed to enjoy school more	1	2	3
(25)	More effective use of staff was made	1	2	3
(26)	Students had a greater interest in learning	1	2	3
(27)	Other teachers' academic expectations of students were greater	1	2	3
(28)	I would prefer to teach	1	2	3
(29)	Teachers have a greater opportunity to develop their professional role	1	2	3
(30)	Student-teacher relationships were better	1	2	3
(31)	Students exhibited more responsibility for their class work	1	2	3
(32)	I knew my students better	1	2	3
(33)	There were more provisions for giving individual help to students	1	2	3
(34)	Classroom attendance was better	1	2	3

		In the South Modular Program	In the Traditional Schedule	No Difference
(35)	The educational program met the needs of all students better	1	2	3
(36)	Teacher-teacher communications were better	1	2	3
(37)	There were more in-class-room discipline problems	1	2	3
(38)	I gave more individual help to students	1	2	3
(39)	More course material was covered	1	2	3

Indicate your opinions about the present South High program by circling one of the numbers beneath Strongly Agree, Agree, Disagree, or Strongly Disagree.

		Strongly Agree	Agree	Disagree	Strongly Disagree
(40)	Students should be given more scheduled time	1	2	3	4
(41)	Teachers are usually available to work with individual students	1	2	3	4
(42)	The staff at South has the willingness to innovate	1	2	3	4
(43)	There is a need for more inservice training regarding effective uses of a modular schedule	1	2	3	4
(44)	The staff has adequate time for planning and inservice training	1	2	3	4
(45)	Provisions are made for teacher input into the decision making process	1	2	3	4
(46)	Students should be given more preparation for participation in the program	1	2	3	4
(47)	More restrictions should be placed on how students spend their unscheduled time	1	2	3	4
(48)	Small group sessions have much more student interaction than what the typical traditional class has	1	2	3	4
(49)	The South schedule helps students to develop the responsibility to become independent learners	1	2	3	4

		Strongly Agree	Agree	Disagree	Strongly Disagree
(50)	Many teachers are not doing anything different than what is done in a traditional schedule	1	2	3	4
(51)	Students should have more input into what courses are offered	1	2	3	4
(52)	The structured program is a good idea	1	2	3	4
(53)	There is a need for more electives	1	2	3	4
(54)	Attendance has improved since the new attendance policy was implemented	1	2	3	4
(55)	I am satisfied with attendance in my classes since the new policy	1	2	3	4
(56)	The number of course offerings within the structured program should be increased	1	2	3	4
(57)	There is a feeling of togetherness within the faculty	1	2	3	4
(58)	The present computer scheduling system does a satisfactory job of scheduling South High School	1	2	3	4
(59)	South High could operate as effectively without the house plan	1	2	3	4
(60)	I need more class time to present my course material	1	2	3	4
(61)	The structured program should be enlarged to include more students	1	2	3	4

Unscheduled Time

		0-19%	20-49%	50-79%	80-100%
(62)	Estimate the percentage of your students whom you feel have assumed responsibility for their unscheduled time	1	2	3	4
(63)	Estimate the percentage of your students whom you required to report to you or a resource center for a specified amount of their unscheduled time	1	2	3	4
(64)	Estimate the percentage of your students with whom you have had an individual conference during his unscheduled time this year	1	2	3	4

Check any of the following activities that you were involved with this past school year.

(65) _____ Interdisciplinary course (jointly taught by members of different departments)
(66) _____ Interdisciplinary planning with other departments
(67) _____ Team teaching (actual sharing or exchange of students)
(68) _____ Team planning with other members in your department
(69) _____ Development of new materials
(70) _____ Contracts with individual students

List any instructional methods or materials that you used this year that would not have been as possible to use with a traditional schedule.

Are there any types of students with whom the South program is particularly effective or ineffective? Consider grade level, academic ability, academic interest. . .

What do you consider to be the one main strength of the South High modular schedule?

What do you consider to be the one main weakness of the South High modular schedule?

(71) Years of teaching experience

_____ 1. One year
_____ 2. Two or three years
_____ 3. Four to nine years
_____ 4. Ten or more years

(72) Mark one of the following.

_____ 1. I worked at South before the modular schedule.
_____ 2. If not (1), I have worked at another school that had a traditional schedule.
_____ 3. I have not worked at a school that had a traditional schedule.

(73) The South High schedule should be

_____ 1. Continued as is
_____ 2. Discontinued
_____ 3. Continued with these changes _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

(74 - 75)
Indicate the subject area in which you spend most of your teaching time.

_____ 01 Business
_____ 02 English
_____ 03 Foreign Language
_____ 04 Home Economics
_____ 05 Industrial Arts
_____ 06 Mathematics
_____ 07 Music - Art
_____ 08 Physical Education
_____ 09 Science
_____ 10 Social Studies
_____ 11 Coordinator (with classes)
_____ 12 Other personnel

May 1972

Research and Evaluation Department

Minneapolis Public Schools
South High Program Student Questionnaire

Please give some thoughtful attention to the following questions. The Minneapolis Public Schools is interested in your thoughts and feelings about the education you are getting at South High School. Do not sign your name.

Give your opinions about the present South High program by circling the number beneath Strongly Agree, Agree, Disagree, or Strongly Disagree. In the questionnaire, unscheduled time is the time when you are not scheduled into a class. Scheduled time is when you are scheduled into a class.

	Strongly Agree	Agree	Disagree	Strongly Disagree
(1) I like the modular schedule at South. .	1	2	3	4
(2) I would like to spend more of the school day in scheduled classes.	1	2	3	4
(3) There should be more elective courses. . .	1	2	3	4
(4) I like unscheduled time because it gives me a chance to work on things that interest me.	1	2	3	4
(5) The new attendance policy this semester is a good idea. . . .	1	2	3	4
(6) I had a difficult time adjusting to the modular schedule.	1	2	3	4
(7) I like being able to decide how to spend my unscheduled time. . .	1	2	3	4
(8) This year I got the classes I signed up for. .	1	2	3	4
(9) Students should have less unscheduled time. . . .	1	2	3	4
(10) Teachers are usually available to work with individual students	1	2	3	4
(11) Students should be given more input into what courses are offered. . . .	1	2	3	4
(12) Most students make good use of their unscheduled time. .	1	2	3	4
(13) There is a lot of discussion and exchange of ideas between teachers and students in small group sessions	1	2	3	4
(14) Students would learn more if they did not have so much free time. . .	1	2	3	4

Large Group Instruction: Teacher lecture to large groups of students.

(15) Estimate the number of large group sessions you were scheduled into each week.

_____1. None
_____2. One
_____3. Two or three
_____4. Four or more

(16) Did you enjoy the large group sessions? (Do not answer if you said None in 15)

_____1. Yes, very much
_____2. They were O.K.
_____3. No

(17) Were the large group sessions helpful to you? (Do not answer if you said None in 15)

_____1. Very helpful
_____2. Of some help
_____3. Very little help

Small Group Instruction: The usual class of 20-30 students

(18) Estimate the number of small group sessions you were scheduled into each day.

_____1. None
_____2. One or two
_____3. Three or four
_____4. Five or more

(19) Did you enjoy the small group sessions? (Do not answer if you said None in 18)

_____1. Yes, very much
_____2. They were O.K.
_____3. No

(20) Were the small group sessions helpful to you? (Do not answer if you said None in 18)

_____1. Very helpful
_____2. Of some help
_____3. Very little help

Independent Study: Did not meet with a regularly scheduled class but took a course on your own under the supervision of a teacher.

(21) How many courses did you take by independent study this year?

_____1. None
_____2. One or two
_____3. Three or four
_____4. Five or more

(22) Did you enjoy independent study? (Do not answer if you said None in 21)

_____1. Yes, very much
_____2. They were O.K.
_____3. No

(23) Were independent study courses helpful to you? (Do not answer if you said None in 21)

_____1. Very helpful
_____2. Of some help
_____3. Very little help

Estimate the percentage of your unscheduled time that you spent on each of the following activities.

	0-30%	31-69%	70-100%
(24) Working on subject area assignments.	1	2	3
(25) Working on student activities and organizations (student council, clubs, special events, etc.). . .	1	2	3
(26) Visiting with friends, or outside building, or just relaxing.	1	2	3

Estimate how much of your unscheduled time you spend in the following areas.

	Much Time	Some Time	Never
(27) Library	1	2	3
(28) Resource centers	1	2	3
(29) Commons	1	2	3
(30) Outside building	1	2	3

(31) How often have you gone to a department resource center on your own to work on something?

_____1. Almost every day
_____2. Once or twice a week
_____3. Once or twice a month
_____4. Once or twice a year
_____5. Never

(32) During your unscheduled time have you worked on any special projects in addition to the regular classroom assignments?

_____1. Yes
_____2. No

(33) How often have you met with a teacher during your unscheduled time to talk about school work or special projects?

_____1. Almost every day
_____2. Once or twice a week
_____3. Once or twice a month
_____4. Once or twice a year
_____5. Never

(34) What grade are you in?

_____1. 10th
_____2. 11th
_____3. 12th

(35) What program are you in?

_____1. One of the work programs
_____2. Structured program
_____3. Regular South modular schedule

(36) How would you describe the grades you usually receive?

_____1. A
_____2. B
_____3. C
_____4. D
_____5. F

(37) What are your plans after high school?

_____1. Get a job
_____2. Go into military service
_____3. Become a housewife
_____4. Go to trade-vocational school
_____5. Go to college
_____6. Other

Use the following space and the back of this sheet to make any suggestions for improving South High School.

April 1972
LJ:dm

Research and Evaluation Department

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Appendix B

Student Response by Subgroups

Table 17

Student Response to the South Modular Program by Grade in School, Program, Student Reported Grades, and Plans After High School

Statement-Question	Response	Grade in School			Program			Student Reported Grades				Plans After High School				
		10 N311	11 N214	12 N149	Regular Modular Program N542	Work Program N82	Structured Program N53	A N112	B N292	C N252	D-F N24	College N248	Get a Job N174	Trade School N97	Other N106	Military Service N55
Opinions About the Modular Program																
1. I like the modular schedule at South	Strongly Agree	63%	59%	45%	61%	56%	34%	61%	60%	55%	50%	57%	59%	57%	58%	64%
	Agree	33	33	45	34	37	43	31	32	41	38	38	35	35	33	31
	Disagree	3	5	7	3	7	15	4	6	2	8	2	6	6	7	2
	Strongly Disagree	1	3	3	2		8	4	1	2	4	3	1	2	2	4
2. I would like to spend more of the school day in scheduled classes	Strongly Agree	3	4	8	3	4	11	4	3	4	13	2	5	9	3	4
	Agree	14	17	26	18	18	9	22	18	15	4	22	16	17	12	11
	Disagree	52	50	49	52	44	53	55	51	49	35	54	52	50	45	45
	Strongly Disagree	32	30	18	27	35	26	18	27	31	48	22	27	24	41	40
3. There should be more elective courses	Strongly Agree	24	34	28	27	31	40	20	29	31	38	21	34	30	37	26
	Agree	62	47	50	56	54	42	51	56	55	42	57	54	53	48	57
	Disagree	13	19	20	17	14	15	29	14	13	21	21	12	16	13	17
	Strongly Disagree	1		2	1	1	2	1	1	1	0	1	1	1	2	0
4. I like unscheduled time because it gives me a chance to work on things that interest me	Strongly Agree	52	54	36	51	40	43	54	52	45	38	51	51	41	48	51
	Agree	42	40	54	42	56	43	37	42	49	50	41	44	49	44	47
	Disagree	5	4	7	5	2	8		5	4	8	6	4	6	6	2
	Strongly Disagree	1	2	3	1	1	6	3	1	1	4	2	1	3	2	0
5. The new attendance policy this semester is a good idea	Strongly Agree	23	23	25	27	12	9	39	26	15	4	30	16	29	21	15
	Agree	35	33	49	39	37	21	43	41	32	26	42	35	38	28	45
	Disagree	21	24	14	19	30	23	11	19	25	35	16	25	19	28	15
	Strongly Disagree	21	19	12	15	21	47	7	13	28	35	12	24	14	24	25
6. I had a difficult time adjusting to the modular schedule	Strongly Agree	3	5	5	2	6	19	1	3	6	13	4	5	4	2	9
	Agree	10	8	7	7	8	25	3	8	11	17	7	10	10	10	7
	Disagree	46	38	52	44	51	40	39	43	50	43	45	48	38	42	52
	Strongly Disagree	41	49	36	46	35	17	57	46	33	26	44	37	48	47	31
7.I like being able to	Strongly Agree	59	60	54	60	58	42	64	63	51	54	58	57	59	59	60
	Agree	38	36	42	38	36	49	32	34	46	38	39	40	38	36	33
	Disagree	2	3	4	2	6	6	2	3	3	4	2	2	3	2	7
	Strongly Disagree	1	1		1		4	3	1	0	4	1	1	0	3	0

Table 17 (continued)

Statement-Question	Response	Grade in School			Program			Student Reported Grades				Plans After High School				
		10	11	12	Regular Modular Program	Work Program	Structured Program	A	B	C	D-F	College	Get a Job	Trade School	Other	Military Service
Opinions About the Modular Program(continued)																
8. This year I got the classes I signed up for	Strongly Agree	41%	33%	27%	38%	28%	24%	50%	40%	25%	17%	43%	31%	39%	29%	24%
	Agree	50	53	56	53	49	37	44	48	58	67	49	54	46	54	59
	Disagree	7	10	12	8	14	18	5	8	12	8	5	12	9	13	7
	Strongly Disagree	3	4	5	1	9	22	1	3	5	8	2	3	5	4	9
9. Students should have less unscheduled time	Strongly Agree	5	7	4	5	6	15	5	6	4	26	5	6	5	5	5
	Agree	13	17	31	17	21	21	26	18	15	4	20	18	20	16	9
	Disagree	48	46	53	50	50	34	45	51	48	39	50	45	51	44	53
	Strongly Disagree	34	30	12	28	23	30	23	25	33	31	24	31	23	35	33
10. Teachers are usually available to work with individual students	Strongly Agree	14	10	7	11	15	11	15	9	12	13	13	11	11	9	11
	Agree	53	58	54	57	46	47	55	55	54	58	54	54	62	51	56
	Disagree	24	25	27	24	31	28	18	27	27	21	25	26	19	29	27
	Strongly Disagree	8	6	12	8	9	13	11	10	7	8	8	9	8	12	5
11. Students should be given more input into what courses are offered	Strongly Agree	20	23	13	18	18	31	22	22	15	26	21	16	16	27	15
	Agree	66	65	71	67	69	62	60	63	74	61	66	69	70	63	65
	Disagree	11	11	16	13	12	8	17	13	9	13	13	11	12	27	17
	Strongly Disagree	2	1	1	2	1		2	1	2	0	1	3	2	0	2
12. Most students make good use of their unscheduled time	Strongly Agree	12	12	3	10	14	11	10	8	12	17	7	12	12	12	12
	Agree	46	47	23	42	40	32	32	44	42	25	42	43	34	36	52
	Disagree	35	27	52	36	33	43	38	35	36	50	38	33	36	39	33
	Strongly Disagree	7	15	22	13	14	13	19	13	9	8	13	12	18	14	4
13. There is a lot of discussion and exchange of ideas between teachers and students in small group sessions	Strongly Agree	18	19	20	18	23	21	20	20	19	4	22	18	21	17	9
	Agree	64	65	61	66	52	52	68	62	62	83	63	66	61	63	64
	Disagree	15	13	19	13	24	23	11	14	19	0	13	12	18	14	27
	Strongly Disagree	3	3	1	3		4	2	4	0	13	1	4	1	6	0
14. Students would learn more if they did not have so much free time	Strongly Agree	5	8	14	6	11	13	7	6	8	17	7	8	10	7	7
	Agree	16	15	27	16	28	25	24	18	15	17	20	14	19	17	22
	Disagree	46	51	44	50	37	38	45	50	46	39	51	47	45	46	40
	Strongly Disagree	33	26	15	28	24	25	23	25	31	26	23	31	26	30	31

Table 17 (continued)

Statement-Question	Response	Grade in School			Program			Student Reported Grades				Plans After High School				
		10	11	12	Regular Modular Program	Work Program	Structured Program	A	B	C	D-F	College	Get a Job	Trade School	Other	Military Service
Independent Study																
15. How many courses did you take by independent study this year?	None	61%	59%	59%	61%	60%	47%	61%	60%	58%	57%	62%	54%	65%	56%	61%
	One or two	27	34	33	30	27	45	35	30	30	26	30	37	26	29	22
	Three or four	6	5	4	5	13	2	3	5	7	13	4	4	5	9	11
	Five or more	5	2	4	5		6	1	5	5	4	3	4	3	6	6
16. Did you enjoy independent study?	Yes, very much	42	66	65	58	67	25	65	57	50	60	57	57	67	51	38
	They were O.K.	47	28	28	35	30	54	30	30	45	40	34	36	27	40	52
	No	11	6	7	7	3	21	5	13	6	0	9	8	6	9	10
17. Were independent study courses helpful to you?	Very helpful	37	56	63	51	53	32	51	54	47	20	49	46	58	50	48
	Of some help	53	34	27	40	33	54	42	33	47	60	42	42	27	43	43
	Very little help	10	10	10	9	13	14	7	14	7	20	9	12	15	7	10
Estimate the percentage of your unscheduled time that you spent on each of the following activities																
18. Working on subject area assignments	0-30%	38	37	56	36	67	63	29	36	49	91	30	45	51	50	49
	31-69%	49	48	35	50	26	26	51	49	44	4	56	46	33	38	40
	70-100%	12	14	9	13	7	11	20	15	6	4	14	9	16	13	11
19. Working on student activities and organizations (student council, clubs, special events, etc.)	0-30%	83	79	79	80	82	86	69	83	82	86	73	85	87	82	83
	31-69%	16	17	18	18	13	14	26	15	16	14	24	12	12	16	10
	70-100%	1	5	3	2	5		5	2	3	0	2	3	1	2	.6
20. Visiting with friends, or outside building, or just relaxing	0-30%	29	43	31	34	35	32	50	34	28	22	43	26	31	30	34
	31-69%	43	38	44	45	26	34	37	47	40	7	41	41	45	38	49
	70-100%	28	19	24	21	40	34	13	19	31	61	16	33	24	33	17
Estimate how much of your unscheduled time you spend in the following areas																
21. Library	Much Time	17	17	10	17	9	8	27	18	9	4	23	11	10	14	11
	Some Time	68	62	59	67	51	58	60	69	61	58	64	66	64	68	55
	Never	15	21	31	16	40	33	13	14	30	38	14	23	27	18	35

Table 17 (continued)

Statement-Question	Response	Grade in School			Program			Student Reported Grades				Plans After High School				
		10	11	12	Regular Modular Program	Work Program	Structured Program	A	B	C	D-F	College	Get a Job	Trade School	Other	Military Service
Estimate how much of your unscheduled time you spend in the following areas (continued)																
22. Resource centers	Much Time	22%	36%	26%	32%	9%	4%	50%	29%	17%	17%	37%	18%	24%	22%	29%
	Some Time	58	48	50	53	59	48	45	53	58	46	52	59	54	52	40
	Never	20	16	24	15	32	48	5	18	25	38	11	22	21	25	31
23. Commons	Much Time	33	12	16	22	25	27	9	20	30	48	20	28	20	22	27
	Some Time	50	51	43	48	50	59	41	49	52	48	45	47	52	53	60
	Never	17	36	41	30	25	14	50	31	17	4	35	25	28	25	13
24. Outside building	Much Time	25	15	26	16	38	58	8	16	32	54	12	28	25	29	29
	Some Time	51	54	53	55	52	34	41	58	54	33	53	56	55	46	53
	Never	23	31	21	29	10	8	50	26	14	13	35	15	21	25	18
25. How often have you gone to a department resource center on your own to work on something?	Almost every day	23	32	20	30	9	2	53	27	12	0	40	13	22	13	22
	Once or twice a week	36	32	30	36	22	21	27	35	36	17	34	39	30	31	24
	Once or twice a month	20	18	28	20	28	30	12	20	27	25	15	26	27	23	20
	Once or twice a year	9	10	9	7	16	17	4	7	12	33	7	10	9	11	15
	Never	12	8	13	7	26	30	5	10	14	25	4	11	11	22	20
26. During your unscheduled time have you worked on any special projects in addition to the regular classroom assignments?	Yes	68	75	60	72	59	47	79	69	66	33	76	66	69	60	56
	No	32	25	40	28	41	53	21	31	34	67	24	34	31	40	44
27. How often have you met with a teacher during your unscheduled time to talk about school work or special projects?	Almost every day	5	16	11	11	9	2	15	12	7	0	14	6	9	12	5
	Once or twice a week	34	33	26	34	23	23	40	31	30	21	40	29	25	25	27
	Once or twice a month	32	31	39	34	33	35	38	31	35	25	30	38	40	30	27
	Once or twice a year	19	14	18	15	21	29	5	20	18	38	11	21	19	17	27
	Never	10	5	6	6	15	12	3	7	10	17	4	6	7	15	13

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